



# State of New Jersey

2014-15

25-5185-030

## OVERVIEW

MONMOUTH  
TINTON FALLS

GRADE SPAN PK-03

MAHALA F. ATCHISON SCHOOL  
961 SYCAMORE AVENUE  
TINTON FALLS, NJ 07724-3199

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

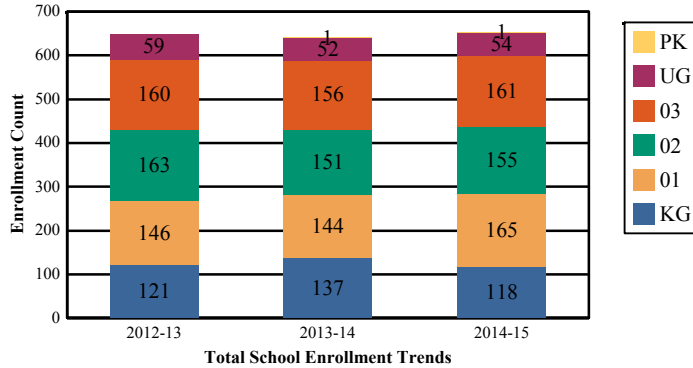
MONMOUTH  
TINTON FALLS

GRADE SPAN PK-03

**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

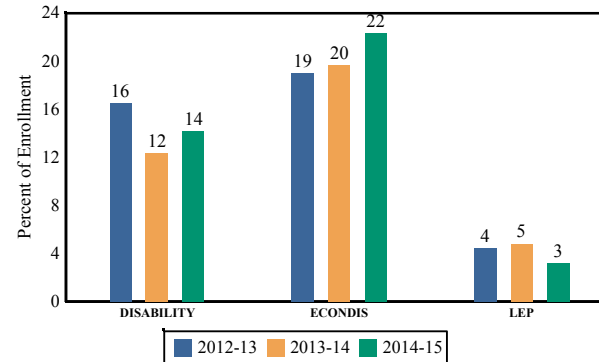
This graph presents the count of students who were 'on roll' by grade in October of each school year.



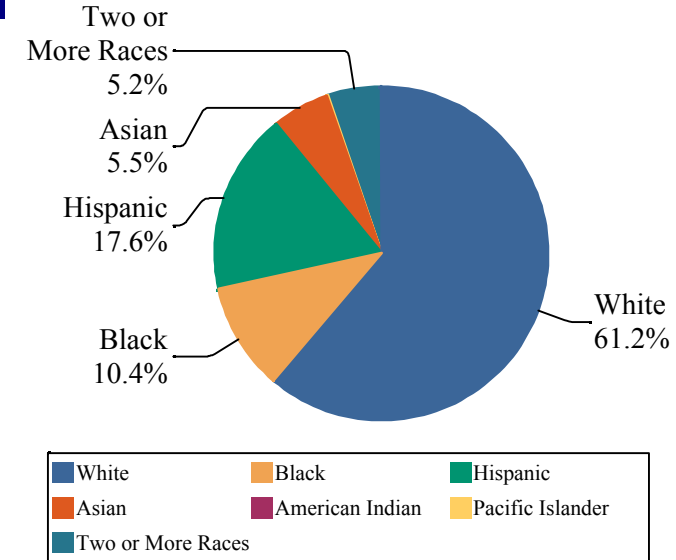
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



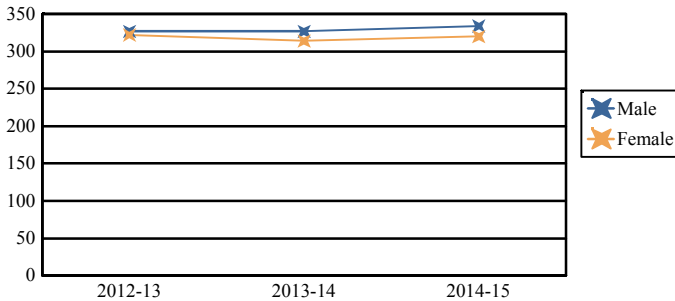
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	649
2013-14	641
2014-15	654

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	327	322
2013-14	327	314
2014-15	334	320

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	93	14%
Economically Disadvantaged Students	146	22.3%
English Language Learners	21	3.2%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	89.0%
Spanish	6.8%
Hindi	0.6%
Vietnamese	0.5%
Chinese	0.5%
Creoles and pidgins	0.3%
Other	2.4%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**TINTON FALLS**

**GRADE SPAN PK-03**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	49%	23	42
Math Met or Exceeded Expectation	51%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	140	49.3%	95%	95.1%	YES
White	85	49.4%	95%	94.8%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	140	51.4%	95%	95.1%	YES
White	85	54.1%	95%	94.8%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	140	747	744	9%	15%	27%	46%	4%	49%	44%
White	85	748	753	8%	14%	28%	45%	5%	49%	55%
African American	18	746	725	11%	17%	28%	44%	0%	44%	26%
Hispanic	18	740	727	6%	17%	44%	33%	0%	33%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	12	742	751	8%	25%	8%	58%	0%	58%	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	24	731	724	13%	21%	38%	29%	0%	29%	24%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-03

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**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	140	749	746	4%	15%	30%	47%	4%	51%	46%
White	85	752	752	5%	11%	31%	48%	6%	54%	56%
African American	18	743	728	0%	28%	28%	44%	0%	44%	25%
Hispanic	18	743	733	0%	28%	28%	44%	0%	44%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	12	740	751	8%	17%	42%	33%	0%	33%	54%
Students with Disability	17	722	727	24%	29%	29%	18%	0%	18%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	24	743	730	4%	17%	33%	46%	0%	46%	26%

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8



**COLLEGE AND CAREER READINESS**

MONMOUTH  
TINTON FALLS

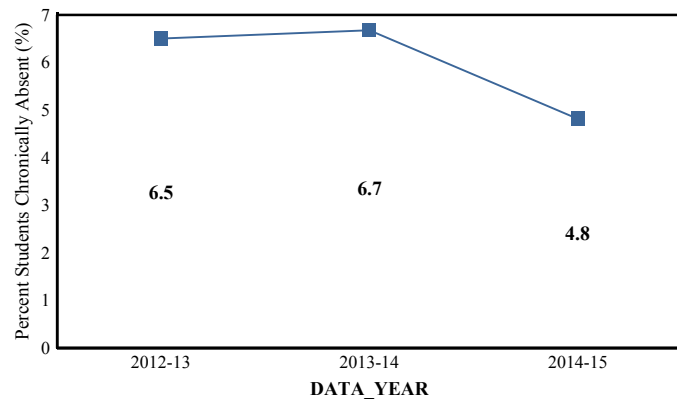
GRADE SPAN PK-03

MAHALA F. ATCHISON SCHOOL  
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

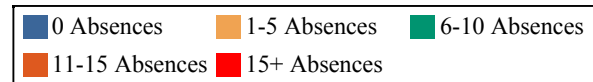
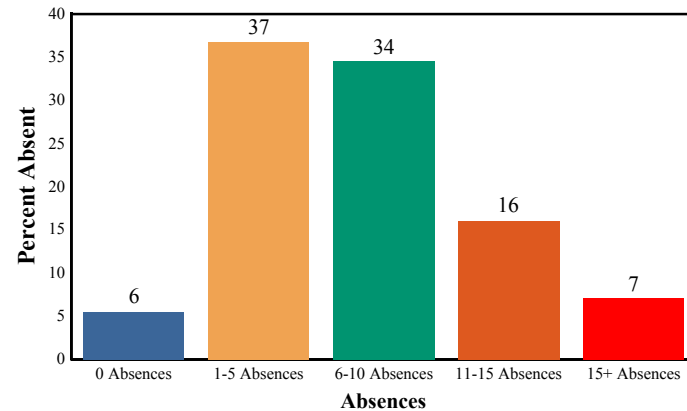


**Chronic Absenteeism for 2014-15**

**4.82%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
TINTON FALLS

GRADE SPAN PK-03

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	768	770
50th	747	743
25th	725	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	766	767
50th	750	745
25th	729	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

**SCHOOL CLIMATE**

MONMOUTH

TINTON FALLS

GRADE SPAN PK-03

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 0 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.2%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	654

**SCHOOL PEER GROUP**

**MONMOUTH  
TINTON FALLS**

**GRADE SPAN PK-03**

**MAHALA F. ATCHISON SCHOOL  
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	NORTHFIELD CITY	<b>NORTHFIELD COMMUNITY ELEMENTARY SCHOOL</b>	01-3720-057	PK-04	23.2%	2.1%	12.9%
BERGEN	LYNDHURST TWP	<b>MEMORIAL CAMPUS</b>	03-2860-300	03	25.8%	0.5%	16.3%
BERGEN	NORTH ARLINGTON BORO	<b>JEFFERSON ELEMENTARY SCHOOL</b>	03-3600-060	KG-05	26.6%	10.2%	3.9%
BURLINGTON	FLORENCE TWP	<b>ROEBLING ELEMENTARY SCHOOL</b>	05-1520-070	KG-03	25%	2.9%	12.3%
BURLINGTON	PEMBERTON TWP	<b>FORT DIX ELEMENTARY SCHOOL</b>	05-4050-110	PK-05	17%	2.3%	4.5%
CAMDEN	CHERRY HILL TWP	<b>THOMAS PAINE ELEMENTARY SCHOOL</b>	07-0800-115	KG-05	27.9%	5.9%	11.7%
CAMDEN	COLLINGSWOOD BORO	<b>WILLIAM P TATEM ELEMENTARY SCHOOL</b>	07-0940-080	KG-05	13.7%	0%	2.2%
CAMDEN	GLOUCESTER TWP	<b>UNION VALLEY ELEMENTARY SCHOOL</b>	07-1780-180	PK-05	29.9%	4.9%	15.4%
CHARTERS	RIVERBANK CHARTER SCHOOL OF EXCELLENCE	<b>RIVERBANK CHARTER SCHOOL OF EXCELLENCE</b>	80-6026-908	KG-03	16%	0%	4.9%
ESSEX	MONTCLAIR TOWN	<b>EDGEMONT ELEMENTARY SCHOOL</b>	13-3310-110	KG-05	23.2%	2.9%	10%
ESSEX	MONTCLAIR TOWN	<b>HILLSIDE ELEMENTARY SCHOOL</b>	13-3310-123	03-05	22.9%	0%	16.1%
GLOUCESTER	MONROE TWP	<b>RADIX ELEMENTARY</b>	15-3280-095	PK-04	20.7%	0.1%	12.2%
GLOUCESTER	WEST DEPTFORD TWP	<b>GREEN-FIELDS ELEMENTARY SCHOOL</b>	15-5620-070	KG-04	29%	0.8%	21.7%
MERCER	HAMILTON TWP	<b>MERCERVILLE ELEMENTARY SCHOOL</b>	21-1950-210	PK-05	26.2%	1.4%	15.4%
MERCER	LAWRENCE TWP	<b>LAWRENCE INTERMEDIATE SCHOOL</b>	21-2580-085	04-06	25.3%	1.7%	14.2%
MIDDLESEX	EAST BRUNSWICK TWP	<b>BOWNE-MUNRO ELEMENTARY SCHOOL</b>	23-1170-060	KG-05	21.5%	0.5%	12.6%
MIDDLESEX	EDISON TWP	<b>LINCOLN ELEMENTARY SCHOOL</b>	23-1290-100	KG-05	17.4%	0.3%	5.7%
MIDDLESEX	OLD BRIDGE TWP	<b>MEMORIAL ELEMENTARY SCHOOL</b>	23-3845-130	KG-05	26.1%	3.1%	15.8%
MIDDLESEX	OLD BRIDGE TWP	<b>VIRGIL I. GRISSOM ELEMENTARY SCHOOL</b>	23-3845-163	KG-05	18%	1%	7.8%
MONMOUTH	HOWELL TWP	<b>LAND O'PINES ELEMENTARY SCHOOL</b>	25-2290-030	PK-05	21.7%	0%	14%

**SCHOOL PEER GROUP**

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GRADE SPAN PK-03

MONMOUTH	MATAWAN-ABERDEEN REGIONAL	STRATHMORE ELEMENTARY SCHOOL	25-3040-080	KG-03	22.3%	4.3%	9.3%
MONMOUTH	TINTON FALLS	MAHALA F. ATCHISON SCHOOL	25-5185-030	PK-03	22.3%	3.2%	8.7%
MORRIS	MOUNT OLIVE TWP	TINC RD. ELEMENTARY SCHOOL	27-3450-070	KG-05	25.2%	2.8%	12.8%
OCEAN	BERKELEY TWP	CLARA B. WORTH ELEMENTARY SCHOOL	29-0320-030	KG-04	25.1%	0%	16.1%
OCEAN	TOMS RIVER REGIONAL	BEACHWOOD ELEMENTARY SCHOOL	29-5190-064	KG-05	25%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	CEDAR GROVE ELEMENTARY SCHOOL	29-5190-065	KG-05	24.1%	2.9%	12.8%
PASSAIC	CLIFTON CITY	SCHOOL #9	31-0900-150	KG-05	29.3%	0.6%	22.7%
SALEM	PENNSVILLE	PENN BEACH ELEMENTARY SCHOOL	33-4075-078	04-05	29.1%	1%	21.1%
SOMERSET	BRIDGEWATER-RARITAN REG	ADAMSVILLE ELEMENTARY SCHOOL	35-0555-030	PK-04	17.7%	0%	6.3%
SUSSEX	VERNON TWP	ROLLING HILLS PRIMARY SCHOOL	37-5360-040	02-04	25.1%	0.3%	15.6%
WARREN	KNOWLTON TWP	KNOWLTON TOWNSHIP BOARD OF EDUCATION	41-2470-040	PK-06	23.2%	0%	15.4%



# State of New Jersey

2014-15

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GRADE SPAN 04-05

SWIMMING RIVER SCHOOL  
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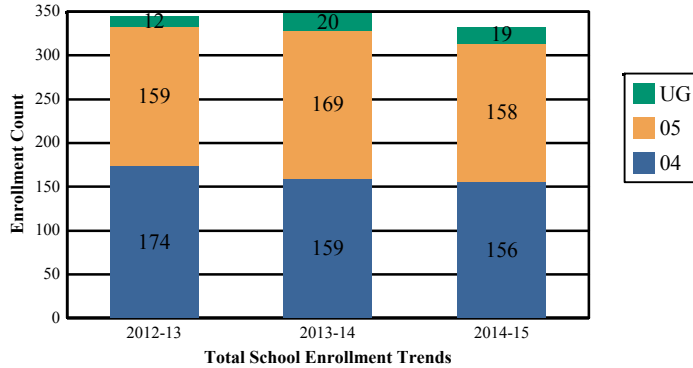
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**Enrollment by Grade**

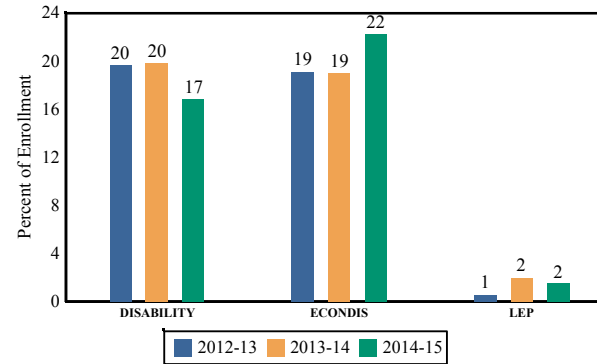
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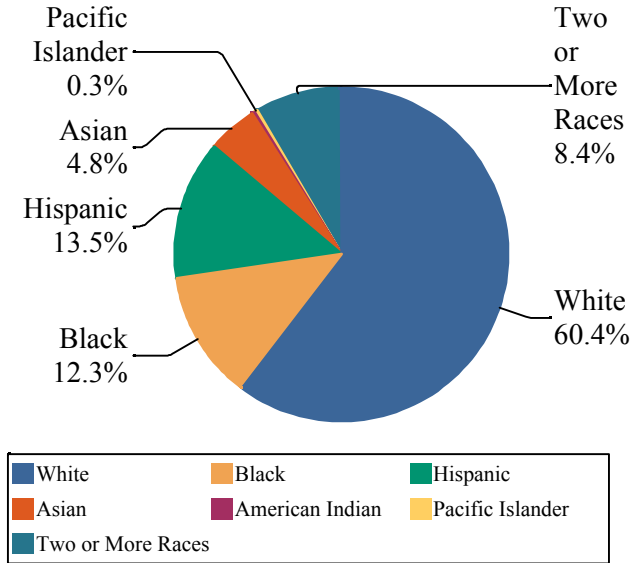
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This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Enrollment by Ethnic/Racial Subgroup**

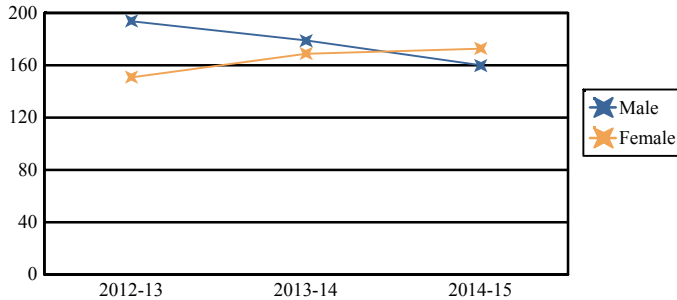
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	345
2013-14	348
2014-15	333

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	194	151
2013-14	179	169
2014-15	160	173

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	56	17%
Economically Disadvantaged Students	74	22.2%
English Language Learners	5	1.5%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	88.6%
Spanish	5.4%
Tagalog	0.6%
Japanese	0.6%
Gujarati	0.6%
Persian	0.6%
Other	3.6%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**TINTON FALLS**

**GRADE SPAN 04-05**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	59%	46	60
Math Met or Exceeded Expectation	51%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	285	59%	95%	91.5%	YES*
White	178	67.4%	95%	91.5%	YES*
African American	-	-	--	--	--
Hispanic	38	31.6%	95%	90.9%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	47	21.2%	95%	89.1%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	53	26.4%	95%	94%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



**ACADEMIC ACHIEVEMENT**

MONMOUTH

TINTON FALLS

GRADE SPAN 04-05

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	284	51%	95%	91.2%	YES*
White	177	58.2%	95%	91.5%	YES*
African American	-	-	--	--	--
Hispanic	38	28.9%	95%	90.9%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	46	23.9%	95%	88.9%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	53	15.1%	95%	92.6%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
TINTON FALLS

GRADE SPAN 04-05

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
TINTON FALLS**

**GRADE SPAN 04-05**

**SWIMMING RIVER SCHOOL  
220 HANCE AVENUE  
TINTON FALLS, NJ 07724-2729**

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	140	757	751	2%	15%	24%	45%	14%	59%	52%
White	90	765	758	1%	9%	19%	54%	17%	71%	63%
African American	14	729	733	7%	50%	21%	14%	7%	21%	30%
Hispanic	17	737	737	0%	18%	65%	18%	0%	18%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	13	755	760	8%	23%	8%	38%	23%	62%	62%
Students with Disability	21	726	725	14%	43%	24%	14%	5%	19%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	29	735	734	7%	24%	45%	17%	7%	24%	31%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
TINTON FALLS

GRADE SPAN 04-05

SWIMMING RIVER SCHOOL  
220 HANCE AVENUE  
TINTON FALLS, NJ 07724-2729

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	145	756	751	3%	12%	27%	55%	3%	59%	53%
White	88	759	757	2%	9%	25%	60%	3%	64%	62%
African American	15	745	734	0%	40%	27%	27%	7%	33%	31%
Hispanic	21	745	737	0%	14%	43%	43%	0%	43%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	12	761	758	17%	0%	8%	67%	8%	75%	61%
Students with Disability	26	733	723	12%	27%	38%	23%	0%	23%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	24	736	734	4%	29%	38%	29%	0%	29%	31%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
TINTON FALLS

GRADE SPAN 04-05

SWIMMING RIVER SCHOOL  
220 HANCE AVENUE  
TINTON FALLS, NJ 07724-2729

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	139	749	744	5%	16%	27%	45%	6%	52%	42%
White	89	755	749	3%	11%	26%	52%	8%	60%	50%
African American	14	725	727	21%	29%	36%	14%	0%	14%	20%
Hispanic	17	733	732	0%	29%	41%	29%	0%	29%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	13	749	750	8%	15%	23%	38%	15%	54%	52%
Students with Disability	20	722	724	30%	40%	15%	10%	5%	15%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	29	724	730	14%	31%	41%	14%	0%	14%	23%

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	145	750	744	3%	17%	30%	41%	9%	50%	42%
White	88	754	749	3%	7%	33%	45%	11%	57%	49%
African American	15	736	728	0%	33%	40%	27%	0%	27%	21%
Hispanic	21	739	733	0%	38%	33%	24%	5%	29%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	12	751	749	8%	25%	8%	50%	8%	58%	50%
Students with Disability	26	733	724	12%	35%	23%	27%	4%	31%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	24	729	731	4%	46%	33%	17%	0%	17%	23%

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
TINTON FALLS

GRADE SPAN 04-05

**NJASK Results - Science Grade Level - 04**

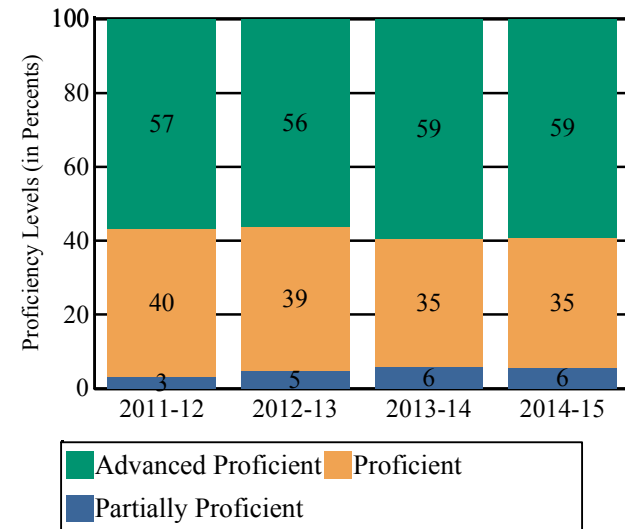
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	59%	35%	6%
White	68%	28%	5%
African American	28%	61%	11%
Hispanic	44%	56%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	62%	23%	15%
Students with Disability	21%	63%	16%
English Language Learners	-	-	-
Economically Disadvantaged Students	36%	52%	12%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





**COLLEGE AND CAREER READINESS**

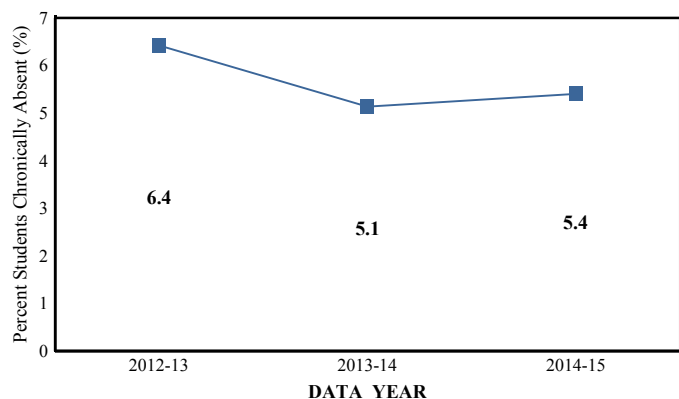
MONMOUTH  
TINTON FALLS

GRADE SPAN 04-05

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

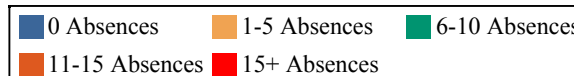
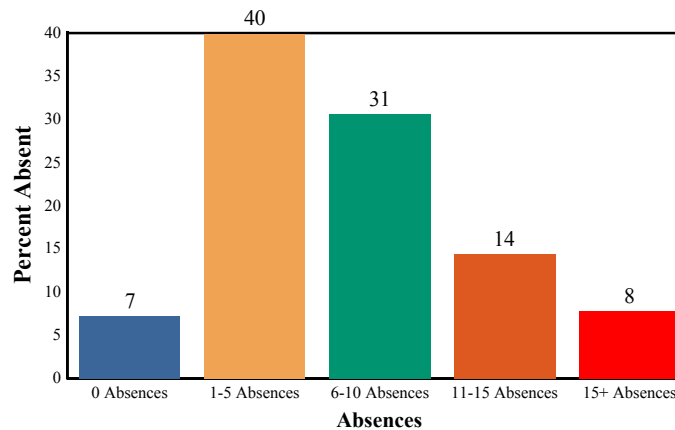


**Chronic Absenteeism for 2014-15**

**5.41%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**STUDENT GROWTH**

MONMOUTH

TINTON FALLS

GRADE SPAN 04-05

SWIMMING RIVER SCHOOL

220 HANCE AVENUE

TINTON FALLS, NJ 07724-2729

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	53	44	54	35	YES
Student Growth on Math	48	32	40	35	YES
		38	47		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	7%	4%	2%
Approached	11%	10%	3%
Met	8%	24%	19%
Exceeded	0%	1%	8%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	12%	3%	1%
Approached	12%	11%	6%
Met	10%	16%	17%
Exceeded	0%	1%	6%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH

GRADE SPAN 04-05

TINTON FALLS

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 04**

**Grade Level - 04**

**PARCC Language Arts 25th %ile vs 75th%ile**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	775	773
50th	756	750
25th	730	728
0th	659	650

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	768	764
50th	748	742
25th	727	721
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	45

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	43

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH

TINTON FALLS

GRADE SPAN 04-05

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	775	773
50th	756	751
25th	738	728
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	770	763
50th	751	743
25th	728	723
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	40

**SCHOOL CLIMATE**

MONMOUTH

TINTON FALLS

GRADE SPAN 04-05

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 0 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	10
Administrators	333

**SCHOOL PEER GROUP**

**MONMOUTH  
TINTON FALLS**

**GRADE SPAN 04-05**

**SWIMMING RIVER SCHOOL  
220 HANCE AVENUE  
TINTON FALLS, NJ 07724-2729**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	EDGEWATER BORO	ELEANOR VAN GELDER	03-1270-050	03-06	20%	5.5%	8.8%
BURLINGTON	BORDENTOWN REGIONAL	PETER MUSCHAL ELEMENTARY	05-0475-100	PK-03	19.3%	2.8%	10.8%
BURLINGTON	LUMBERTON TWP	ASHBROOK ELEMENTARY SCHOOL	05-2850-010	02-03	25.6%	1%	22.6%
BURLINGTON	MOUNT LAUREL TWP	FLEETWOOD ELEMENTARY SCHOOL	05-3440-045	PK-04	20%	3.6%	12.2%
BURLINGTON	MOUNT LAUREL TWP	HILLSIDE ELEMENTARY SCHOOL	05-3440-050	PK-04	14.6%	0%	9.5%
BURLINGTON	SOUTHAMPTON TWP	SOUTHAMPTON TOWNSHIP SCHOOL #2	05-4930-060	03-05	23.8%	1.7%	17.4%
CAMDEN	VOORHEES TWP	OSAGE SCHOOL	07-5400-090	KG-05	20.6%	5.1%	9.9%
CHARTERS	HOLA HOBOKEN DUAL LANG CS	HOBOKEN DUAL LANGUAGE CHARTER SCHOOL	80-6036-921	KG-06	11.7%	0%	6.2%
ESSEX	MONTCLAIR TOWN	NORTHEAST ELEMENTARY SCHOOL	13-3310-140	KG-05	18.4%	2.3%	11.6%
ESSEX	WEST ORANGE TOWN	GREGORY ELEMENTARY SCHOOL	13-5680-120	KG-05	24.2%	3.1%	17.6%
GLOUCESTER	MANTUA TWP	CENTRE CITY ELEMENTARY SCHOOL	15-2990-030	PK-03	21%	0.6%	17.1%
HUNTERDON	FLEMINGTON-RARITAN REG	ROBERT HUNTER ELEMENTARY SCHOOL	19-1510-050	KG-04	25.1%	5.7%	15.7%
MERCER	LAWRENCE TWP	BEN FRANKLIN ELEMENTARY	21-2580-070	PK-03	17.7%	2.7%	9.9%
MIDDLESEX	EAST BRUNSWICK TWP	CHITTICK ELEMENTARY SCHOOL	23-1170-125	KG-05	16.8%	0%	12.3%
MIDDLESEX	MIDDLESEX BORO	HAZELWOOD ELEMENTARY SCHOOL	23-3140-065	PK-03	26.4%	5%	17.9%
MIDDLESEX	SOUTH BRUNSWICK TWP	GREENBROOK ELEMENTARY SCHOOL	23-4860-095	KG-05	25.5%	6%	15.6%
MIDDLESEX	WOODBRIIDGE TWP	OAK RIDGE HEIGHTS SCHOOL	23-5850-240	KG-05	11.3%	0%	4.7%
MIDDLESEX	WOODBRIIDGE TWP	ROBERT MASCENICK ELEMENTARY SCHOOL	23-5850-110	KG-05	14.4%	0.3%	6.8%
MONMOUTH	HAZLET TWP	COVE ROAD SCHOOL	25-2105-070	05-06	23.7%	0.5%	19%
MONMOUTH	HAZLET TWP	MIDDLE ROAD SCHOOL	25-2105-090	01-04	18.9%	0%	14.5%
MONMOUTH	HOWELL TWP	EDITH M. GRIEBLING ELEMENTARY SCHOOL	25-2290-020	KG-05	18.8%	1.1%	12.8%
MONMOUTH	TINTON FALLS	SWIMMING RIVER SCHOOL	25-5185-050	04-05	22.2%	1.5%	16.8%

**SCHOOL PEER GROUP**

**MONMOUTH**

**TINTON FALLS**

**GRADE SPAN 04-05**

**SWIMMING RIVER SCHOOL  
220 HANCE AVENUE  
TINTON FALLS, NJ 07724-2729**

OCEAN	BARNEGAT TWP	<b>CECIL S COLLINS ELEMENTARY</b>	29-0185-015	PK-05	22.2%	0.5%	17.7%
OCEAN	JACKSON TWP	<b>ELMS ELEMENTARY SCHOOL</b>	29-2360-035	PK-05	13.7%	0%	8.7%
OCEAN	STAFFORD TWP	<b>STAFFORD INTERMEDIATE SCHOOL</b>	29-5020-070	02-06	24.6%	0.6%	20.6%
OCEAN	TOMS RIVER REGIONAL	<b>NORTH DOVER ELEMENTARY SCHOOL</b>	29-5190-080	KG-05	16.5%	0%	11.5%
PASSAIC	HAWTHORNE BORO	<b>ROOSEVELT ELEMENTARY SCHOOL</b>	31-2100-080	KG-05	23.2%	2.3%	16.7%
PASSAIC	NORTH HALEDON BORO	<b>MEMORIAL ELEMENTARY SCHOOL</b>	31-3640-060	KG-04	17.6%	0.5%	12.6%
PASSAIC	WEST MILFORD TWP	<b>UPPER GREENWOOD LAKE ELEMENTARY SCHOOL</b>	31-5650-090	PK-06	23.2%	0%	19.6%
WARREN	BELVIDERE TOWN	<b>THIRD STREET ELEMENTARY SCHOOL</b>	41-0280-050	KG-03	27.5%	0%	24.2%
WARREN	LOPATCONG TWP	<b>LOPATCONG ELEMENTARY SCHOOL</b>	41-2790-050	PK-04	15.9%	0.4%	9.4%

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.



**DEMOGRAPHIC INFORMATION**

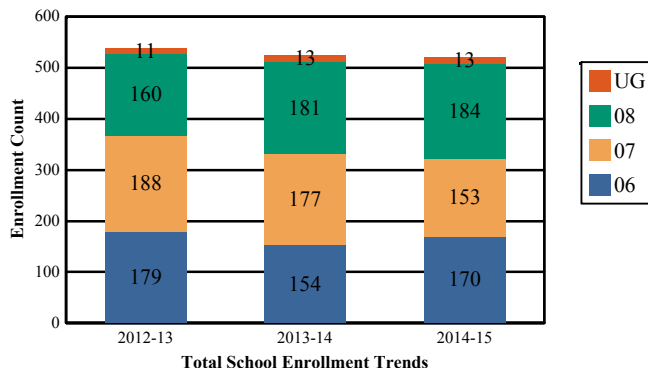
MONMOUTH  
TINTON FALLS

GRADE SPAN 06-08

25-5185-070  
TINTON FALLS MIDDLE SCHOOL  
674 TINTON AVENUE  
TINTON FALLS, NJ 07724-3296

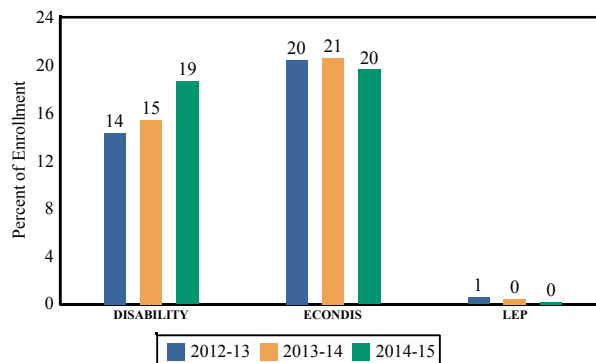
**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.



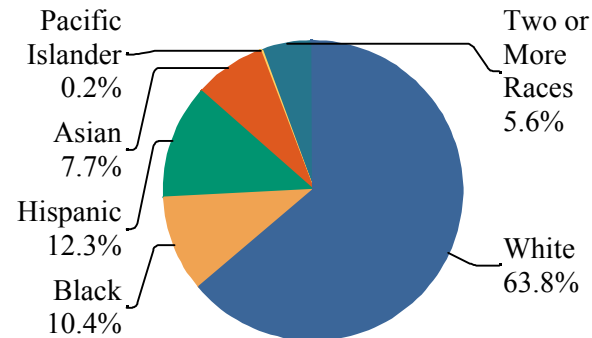
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

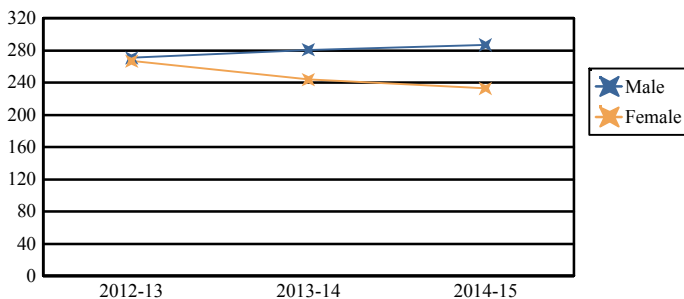


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	538
2013-14	525
2014-15	520

**Enrollment by Gender**

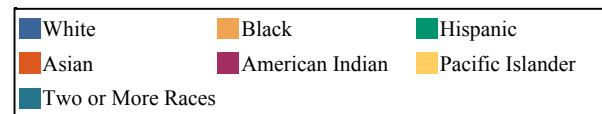
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	271	267
2013-14	281	244
2014-15	287	233

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	97	19%
Economically Disadvantaged Students	102	19.6%
English Language Learners	1	0.2%



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	93.9%
Spanish	3.5%
Tagalog	0.8%
Gujarati	0.6%
Chinese	0.4%
Bulgarian	0.2%
Other	0.8%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
TINTON FALLS**

**GRADE SPAN 06-08**

**TINTON FALLS MIDDLE SCHOOL  
674 TINTON AVENUE  
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>73%</b>	<b>91</b>	<b>88</b>
Math Met or Exceeded Expectation	<b>55%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	470	73.2%	95%	94.7%	<b>YES</b>
White	312	77.3%	95%	95.3%	<b>YES</b>
African American	42	47.6%	95%	94.3%	<b>YES*</b>
Hispanic	57	50.9%	95%	93.9%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	36	91.7%	95%	97.6%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	86	26.8%	95%	89.1%	<b>YES*</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	69	43.5%	95%	91.1%	<b>YES*</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	469	54.8%	95%	94.7%	YES
White	311	55.9%	95%	95%	YES
African American	42	26.2%	95%	96.2%	YES
Hispanic	57	40.4%	95%	93.9%	YES*
American Indian	-	-	--	--	--
Asian	36	88.9%	95%	97.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	85	16.5%	95%	89.1%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	69	26.1%	95%	92.2%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	159	762	749	3%	11%	18%	50%	18%	68%	50%
White	103	765	755	2%	11%	15%	55%	17%	73%	59%
African American	14	741	732	0%	36%	21%	36%	7%	43%	29%
Hispanic	19	741	736	16%	11%	37%	32%	5%	37%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	18	781	770	0%	0%	17%	39%	44%	83%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	31	727	718	16%	42%	23%	16%	3%	19%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	23	745	733	9%	22%	22%	39%	9%	48%	30%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
TINTON FALLS

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TINTON FALLS MIDDLE SCHOOL  
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**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	149	768	750	3%	8%	15%	43%	30%	73%	53%
White	99	773	757	1%	6%	14%	44%	34%	79%	61%
African American	12	731	730	25%	17%	25%	33%	0%	33%	31%
Hispanic	23	755	736	4%	13%	22%	52%	9%	61%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	30	735	713	17%	27%	20%	30%	7%	37%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	23	732	733	17%	22%	30%	26%	4%	30%	33%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
TINTON FALLS

GRADE SPAN 06-08

TINTON FALLS MIDDLE SCHOOL  
674 TINTON AVENUE  
TINTON FALLS, NJ 07724-3296

**PARCC ELA Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	162	771	750	6%	6%	10%	56%	23%	78%	53%
White	110	770	757	6%	4%	10%	57%	23%	80%	61%
African American	16	762	730	6%	13%	19%	50%	13%	63%	31%
Hispanic	15	749	735	13%	20%	13%	40%	13%	53%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	13	789	753	0%	0%	0%	62%	38%	100%	55%
Students with Disability	25	719	713	32%	28%	16%	20%	4%	24%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	23	746	732	13%	13%	22%	48%	4%	52%	34%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
TINTON FALLS

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TINTON FALLS MIDDLE SCHOOL  
674 TINTON AVENUE  
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**PARCC MATH - Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	159	751	743	4%	13%	25%	52%	6%	58%	42%
White	103	754	749	3%	10%	27%	53%	7%	60%	50%
African American	14	726	726	7%	36%	43%	14%	0%	14%	19%
Hispanic	19	732	731	16%	26%	16%	42%	0%	42%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	18	769	768	0%	0%	11%	72%	17%	89%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	31	724	718	19%	35%	26%	19%	0%	19%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	23	731	729	9%	35%	26%	30%	0%	30%	23%



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**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	149	747	740	6%	15%	32%	42%	6%	48%	38%
White	99	748	745	2%	15%	34%	42%	6%	48%	46%
African American	12	721	725	25%	42%	8%	25%	0%	25%	17%
Hispanic	23	740	730	17%	4%	35%	43%	0%	43%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	30	728	715	20%	20%	47%	7%	7%	13%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	23	720	728	26%	30%	30%	13%	0%	13%	21%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
TINTON FALLS

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TINTON FALLS MIDDLE SCHOOL  
674 TINTON AVENUE  
TINTON FALLS, NJ 07724-3296

**PARCC MATH - Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	115	741	726	11%	22%	23%	44%	0%	44%	24%
White	75	741	732	9%	20%	27%	44%	0%	44%	29%
African American	14	733	715	7%	36%	29%	29%	0%	29%	14%
Hispanic	14	724	721	36%	21%	14%	29%	0%	29%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	23	714	705	43%	26%	13%	17%	0%	17%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	21	720	719	33%	24%	14%	29%	0%	29%	17%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
TINTON FALLS

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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	774	740	0%	0%	9%	89%	2%	91%	40%
White	34	775	746	0%	0%	9%	88%	3%	91%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

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**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**ACADEMIC ACHIEVEMENT**

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**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 08**

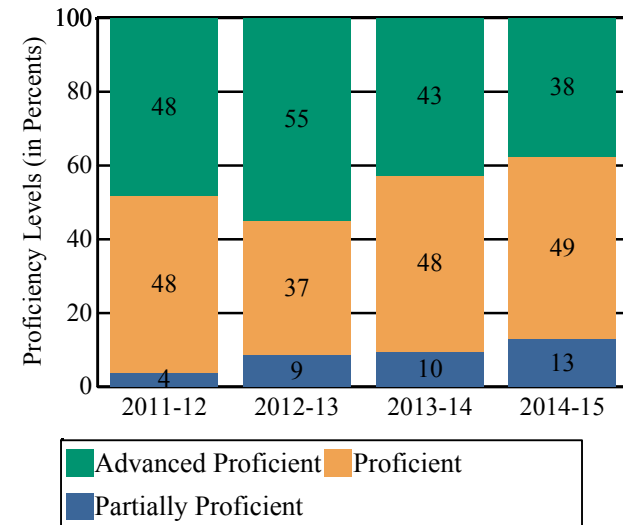
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	38%	49%	13%
White	40%	52%	8%
African American	31%	38%	31%
Hispanic	19%	50%	31%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	29%	59%	12%
Students with Disability	8%	32%	60%
English Language Learners	-	-	-
Economically Disadvantaged Students	8%	67%	25%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

MONMOUTH  
TINTON FALLS

GRADE SPAN 06-08

TINTON FALLS MIDDLE SCHOOL  
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

**Algebra I Course Enrollment**

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
50	47

**Algebra I Test Taking**

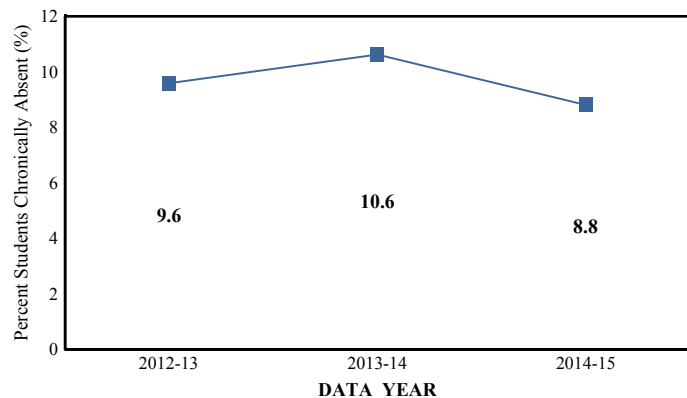
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.0%	91.5%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

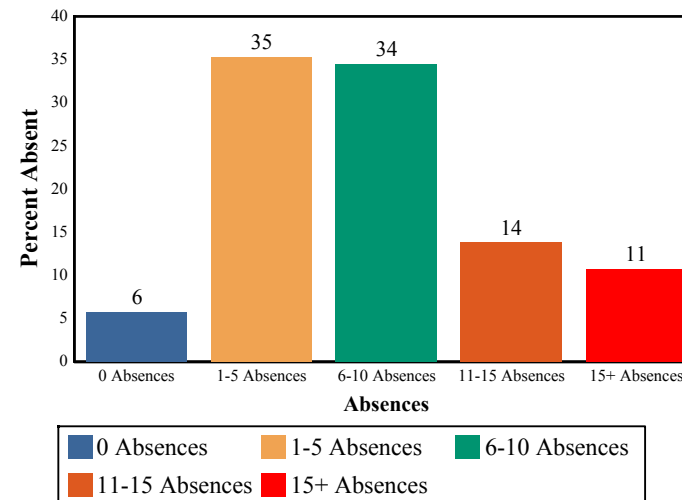


**Chronic Absenteeism for 2014-15**

**8.81%**

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.





**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	100.0%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	71	94	96	35	YES
Student Growth on Math	49	62	52	35	YES
		78	74		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	5%	2%	2%
Approached	5%	6%	3%
Met	5%	15%	30%
Exceeded	1%	3%	20%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	11%	4%	2%
Approached	7%	12%	7%
Met	9%	15%	23%
Exceeded	0%	1%	3%

**Low Growth** is defined as an Student Growth Percentile score less than 35.  
**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.  
**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
TINTON FALLS

GRADE SPAN 06-08

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	783	770
50th	766	749
25th	742	726
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	44

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	769	763
50th	753	742
25th	730	721
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN 06-08

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	789	776
50th	772	751
25th	745	724
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	52

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	789	777
50th	776	751
25th	756	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	764	759
50th	748	740
25th	728	720
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	765	748
50th	740	726
25th	716	704
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	44

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 0 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	5.0%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 54 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	520

**SCHOOL PEER GROUP**

MONMOUTH  
TINTON FALLS

GRADE SPAN 06-08

TINTON FALLS MIDDLE SCHOOL  
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ESTELL MANOR CITY	ESTELL MANOR ELEMENTARY SCHOOL	01-1410-050	KG-08	12.3%	0%	14.1%
BURLINGTON	LUMBERTON TWP	LUMBERTON MIDDLE SCHOOL	05-2850-060	06-08	20.8%	0.9%	21.1%
BURLINGTON	SHAMONG TWP	INDIAN MILLS MEMORIAL SCHOOL	05-4740-055	05-08	10.8%	0%	16.1%
BURLINGTON	SOUTHAMPTON TWP	SOUTHAMPTON TOWNSHIP SCHOOL #3	05-4930-070	06-08	12.3%	0.4%	17.5%
BURLINGTON	TABERNACLE TWP	KENNETH R. OLSON MIDDLE SCHOOL	05-5130-040	05-08	12.5%	0%	16.6%
BURLINGTON	WOODLAND TWP	CHATSWORTH ELEMENTARY SCHOOL	05-5890-030	PK-08	19.1%	0%	19.2%
CAMDEN	CHERRY HILL TWP	HENRY C. BECK MIDDLE SCHOOL	07-0800-073	06-08	14.5%	0.8%	20%
CAMDEN	CHERRY HILL TWP	ROSA INTERNATIONAL MIDDLE SCHOOL	07-0800-074	06-08	14%	0%	16%
CAPE MAY	DENNIS TWP	DENNIS TWP ELEMENTARY/MIDDLE SCHOOL	09-1080-050	04-08	26.2%	0%	21.1%
GLOUCESTER	KINGSWAY REGIONAL	KINGSWAY REGIONAL MIDDLE SCHOOL	15-2440-060	07-08	10.4%	0.3%	14.3%
GLOUCESTER	WASHINGTON TWP	BUNKER HILL MIDDLE SCHOOL	15-5500-020	06-08	17.7%	0%	16.8%
HUNTERDON	FRENCHTOWN BORO	FRENCHTOWN ELEMENTARY	19-1680-050	PK-08	14.7%	0%	17.2%
MIDDLESEX	OLD BRIDGE TWP	JONAS SALK MIDDLE SCHOOL	23-3845-110	06-08	21.9%	0%	17.3%
MONMOUTH	FREEHOLD TWP	DWIGHT D. EISENHOWER SCHOOL	25-1660-024	06-08	10.5%	0%	15.3%
MONMOUTH	MIDDLETOWN TWP	THORNE MIDDLE SCHOOL	25-3160-059	06-08	22.6%	0.3%	20.5%
MONMOUTH	TINTON FALLS	TINTON FALLS MIDDLE SCHOOL	25-5185-070	06-08	19.6%	0.2%	18.6%
MORRIS	BUTLER BORO	RICHARD BUTLER SCHOOL	27-0630-030	05-08	19.7%	1%	24%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	27-2380-045	06-08	13.5%	0%	16.3%
MORRIS	MOUNT ARLINGTON BORO	MOUNT ARLINGTON PUBLIC SCHOOL	27-3410-050	03-08	18.4%	0.8%	20.1%
MORRIS	MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	27-3450-040	06-08	12.4%	0.7%	17.8%
OCEAN	SOUTHERN REGIONAL	SOUTHERN REGIONAL MIDDLE SCHOOL	29-4950-060	07-08	24.8%	0.3%	23%

**SCHOOL PEER GROUP**

MONMOUTH

TINTON FALLS

GRADE SPAN 06-08

TINTON FALLS MIDDLE SCHOOL

674 TINTON AVENUE

TINTON FALLS, NJ 07724-3296

County	Municipality	School Name	Phone	Grade Span	2013-14 %	2014-15 %	2012-13 %
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 1	31-2700-050	05-08	24.3%	0.2%	19.3%
PASSAIC	WANAQUE BORO	WANAQUE ELEMENTARY SCHOOL	31-5440-070	KG-08	14.9%	0%	15.3%
SALEM	ALLOWAY TWP	ALLOWAY TOWNSHIP SCHOOL	33-0060-020	PK-08	13.9%	0%	15.2%
SALEM	UPPER PITTSBORO TWP	UPPER PITTSBORO SCHOOL	33-5320-070	PK-08	25.8%	0%	19.2%
SUSSEX	FRANKFORD TWP	FRANKFORD TOWNSHIP SCHOOL	37-1560-050	PK-08	11.7%	0%	13.1%
SUSSEX	OGDENSBURG BORO	OGDENSBURG BOROUGH SCHOOL DISTRICT	37-3840-050	KG-08	24.2%	0%	19.3%
SUSSEX	VERNON TWP	GLEN MEADOW MIDDLE SCHOOL	37-5360-025	07-08	18.6%	0%	18.4%
WARREN	HARMONY TWP	HARMONY TOWNSHIP SCHOOL DISTRICT	41-2040-030	PK-08	15.9%	0%	15%
WARREN	OXFORD TWP	OXFORD CENTRAL SCHOOL	41-3890-050	PK-08	15.4%	0%	14.9%
WARREN	WHITE TWP	WHITE TOWNSHIP CONSOLIDATED SCHOOL	41-5780-050	PK-08	19%	0%	18.2%